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ABSTRACT

This paper discusses the implications of the enactment of legislation in Florida in 1995 mandating the standardization of requirements for baccalaureate degree programs within the state university system. The paper also describes the tools and methodology created by that state's university system for addressing the tasks of implementing the new requirements. These requirements mandate that all baccalaureate degree programs be reduced to 120 credit hours, that general education requirements be reduced at all state institutions to 36 hours, and that common degree program prerequisites be standardized, offered, and accepted by all of Florida's 9 public universities and 28 community colleges within 1 calendar year of enactment. A consequence of the new law is that course offerings, which may differ among state institutions, must be acceptable to all institutions with respect to transferability. This reduction in coursework and a pending tuition surcharge on hours taken beyond the degree requirements has met with generally negative assessments from students. The ultimate outcome of these changes is presently unclear. Appendices provide an inventory of bachelor's degree programs by credit hours to degree and a list of work templates for standardizing prerequisites. (CK)

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STANDARDIZING ACROSS INSTITUTIONS:
Now That We All Look Alike, What Do We Look Like?

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Introduction

Accountability in the United States has gone hand in hand with a decrease both in resources and in confidence that universities are responding to their tripartite missions of teaching, research, and service in a manner that can be construed as client-driven. One facet of this phenomenon has been a keen interest in the timely completion of undergraduate degrees. In an effort to save dollars, legislatures are looking at every means necessary to streamline the undergraduate experience.

This is particularly true in a state such as Florida, where many of these conversations are driven by a chronic access problem. Most of the interest in time to completion has centered around the provision of coursework in three key areas: General Education requirements at the lower level, prerequisites for entering a major, and the total number of credit hours required for the degree.

In 1995, legislation was passed in Florida requiring that all baccalaureate degree programs be reduced to 120 credit hours, that general education requirements be reduced at all state institutions to 36 hours, and that common degree program prerequisites would be standardized, offered, and accepted by all of that state's nine public universities and twenty-eight community colleges. The time line for completing this monumental task of standardizing was one calendar year. This paper will discuss implications of such standardization, and will share the tools and methodology created by that state's university system for addressing these tasks.

General Background on Higher Education in Florida

Florida is comprised of nine (soon to be ten) operating state universities of various sizes and missions. They range from the large to the small, from the urban to the semi-rural, and from those whose primary interest is in serving undergraduates to those who are primarily research institutions. There is, in addition, one Historically Black University. Another SUS institution, in Miami, has a student population which is nearly 50% minorities, taking African-Americans and Hispanics together. In sum there are over 200,000 students by headcount in the State University System.

As importantly, Florida relies on a two-plus-two system with its 28 community colleges. In fact, Florida has one of the more carefully articulated and stringent two-plus-two systems in the United States, whereby any student who accomplishes the 60 hour Associate of Arts degree is guaranteed admittance into the State University System. This results in an enrollment pattern unlike many other institutions. The major stress point in the SUS with respect to enrollments is at the junior year, where first time in college students and community college transfers are competing for slots in degree programs, and where the legislature and the two systems (the universities and the community colleges operate under different oversight) strive to provide for even playing grounds between the two types of students.

This articulation agreement, combined with the changing demographics of Florida, has created an enormous access problem. It has now become more difficult to enter the state universities as a First Time In College student than virtually any other public system in America.

Additionally, Florida pays for education, and other of its services, primarily through a sales tax which rides on the winds of the economy of the past year. Florida lawmakers are adamant in saying that their constituents tell them that they do not wish to pay more taxes. Thrown into this peculiar mix is that two of Florida's major economic engines are tourism and agriculture, both of which are highly susceptible to external forces. Florida's tourism, as one example, took a sharp downturn in the aftermath of several murders of international tourists.

All of this is to say that, when it has come to educational reform, Florida has seen the creation of highly visible pressure points, most of which have had to do with the manipulation of the curriculum, for the universities as well as for the community colleges. This is significant, as, elsewhere, the focus has been on the reformation of operational infrastructure in order to increase effectiveness and accountability.

The Standardization of General Education Requirements

By General Education, the authors refer to a core of coursework which is required of all students at the lower level and during the first two years of higher education. In Florida, students usually take and have room for the General Education coursework, and for any prerequisites to their intended major. Historically, there has been little room for anything else; it is now the case that General Education and prerequisites constitute the 60 hour A.A. degree in virtually all cases.

Prior to 1995, general education requirements varied across Florida's state universities and 28 community colleges. Within the State University System alone, the range of credit hours

associated with general education ranged from 36 to 58. All universities and community colleges were charged by Florida Statute with reducing general education requirements to no more than 36 credit hours. (Prior to the new law, 36 hours was mandated as a minimum.)

Predictably, this charge was seen by the institutions as a major intrusion into what had heretofore been the domain of the faculty, or, at the least, of the institution. In order to cope with the standardization of General Education, certain parameters were immediately established. First, the reduction to 36 hours was not negotiable. But more importantly, each institution would still have control over its General Education. There were, in other words, two ways to go: Florida would either be bound by a single 36 hour experience identical from institution to institution, or else the 36 hours might be different from institution to institution, so long as transferability was guaranteed. It was the latter which was quickly chosen as the better path.

Consequently, it has become understood that, while the course offerings may and probably will be different from institution to institution, they must be acceptable to all institutions with respect to transferability, given that the majority of Florida's public university students begin their higher education in a community college. So long as a student finished the General Education requirements at a particular institution, transferability was guaranteed. For those students who completed only a portion of their requirements, it was agreed that the need for further coursework, and the type of coursework would be determined by the institution accepting the transfers. This is currently the policy in Florida.

Reducing Programs to 120 Credit Hours

Prior to 1995, the SUS had approximately 600 degree programs and a policy whereby programs, with exception, were not to exceed 128 credit hours to degree. Of the 600 programs, approximately 300 were at 120 hours to degree, another 100 had been granted exceptions to exceed 120 hours, and 200 programs were under negotiation with respect to credit hours to degree. However, all this became a moot point when 1995 legislation required that all programs, again with exception, would be required to require no more than 120 hours to degree.

Within six months the entire inventory of degree programs by credit hours had been reduced by a grand total of 1,571 credit hours. Given that 300 programs were already at 120 hours, this meant that, for the remaining programs, reductions were, on average, six credit hours. The SUS now has approximately 500 programs at 120 hours, with another 100 exceptions. Most exceptions have fallen in the areas of allied health, engineering, and visual and performing arts programs.

Along the way, two important things took place. First, as an aid to its deliberations, the SUS created a national survey of degree programs by credit hours to degree. The SUS surveyed a total of 100 programs from all 50 of the United States. The results of that survey are available as a handout appendix to this paper.

Also, the credit hour to degree exercise resulted in a standardization of programs across disciplines. For example, nursing programs in the SUS heretofore had varied from institution

to institution; they now all sit at 124 hours. Likewise, physical therapy, which had ranged from 128 to 167 now sits at 135 hours at all SUS institutions.

The current array of SUS degree offerings, by credit hours to degree, is provided as Appendix One to this paper.

Standardizing Prerequisites

Prior to 1995, prerequisites for the same undergraduate degree programs in the nine public universities in Florida differed across institutions. In addition, there were many courses offered in Florida's public universities and community colleges which were not "leveled," i.e., they were offered at the upper level at some universities and at the lower level at other universities and at the community colleges, thus contributing to the lack of continuity, particularly for community college transfers.

In 1995, legislation was passed which required (1) that common degree program prerequisites were to be offered and accepted by all of that state's universities and community colleges, and (2) that a single level, either upper or lower, was to be assigned to each course. The time line for having this work done was less than one calendar year. Given that time line, it was necessary to develop a fairly stringent and meticulous methodology.

In order to effect this task, 23 committees were created representing the various degree offerings in the SUS. These committees were comprised of equal numbers of SUS and community college faculty, since the community colleges also had a stake in and were involved in the offering of prerequisite coursework. These committees met on various

campuses, sometimes with pilot committees which provided recommendations for them as a starting point in the discussion. In addition, the State University System central office created and provided a number of work templates which were necessary in order to provide the committees with some sense of what kind of product would ultimately be needed, and to ensure that there were similar kinds of products being produced by the various committees. Those work products are included in this paper as Appendix Two.

Amazingly, the bulk of the work was effected, evaluated by an oversight committee comprised of SUS and community college central administrators, and a rough working handbook of standardized prerequisites across the state was provided to all institutions within approximately an eight month period. While it is clear that there are some loose ends to the product, it appears that there is a much greater level of standardization than was the case a year ago. This information will be available to all students and prospective students in the form of a handbook which will move in due course from hard copy to a computer-assessable product.

Conclusion

Moving degree programs downward to 120 credit hours, and standardizing General Education and individual prerequisites for 600 degree programs across 37 institutions was a project of monumental proportions which required the very best of tools, communication, and methodology. Such lengths toward standardization could well have far-reaching implications for the types of graduates produced in Florida. It is also the case that, irrespective of the possible effects, if Florida could do it, other states may be directed to follow.

From the student perspective, the reduction of coursework has met with generally negative assessments. Students want more, not less hours and education. Adding to the students' anxiety on this score is another legislatively initiated change which is developing, i.e. instituting a tuition surcharge on hours taken beyond the degree requirements. It is too soon to tell whether the standardizing of prerequisites will have the positive intended effect: to move students, especially transfers, through the system more quickly, thereby creating more access to incoming students.

It is important to note, though, that any of the possible implications of standardization were not at the forefront of the exercise, nor were they barely discussed. If a strength of the SUS had been the diversity of its offerings, that situation has now changed. If the SUS was a place where students could explore the curriculum or, at the least, not worry about the (very likely) possibility of changing majors, that has also changed. If these changes will have unintended negative consequences for working students, or for minorities, we will not know until time has played out more of the answer.

In short, the assumptions of what type of product we want in Florida has not driven any of the conversations, and it is likely that in five, ten, or fifteen years we will see a cadre of graduates unlike those of today. Whether they are in any way better, or even if these changes will have the superficially intended effect, remains to be seen.

APPENDIX ONE:

STATE UNIVERSITY SYSTEM OF FLORIDA

BACHELOR'S DEGREE PROGRAM INVENTORY

BY CREDIT HOURS TO DEGREE

SUS BACHELORS DEGREE PROGRAMS INVENTORY

BY CREDIT-HOURS-TO-DEGREE

February 7, 1996

LEGEND		Program is recommended as an exception to the 120 credit-hour limitation.

CIP	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
01.	**AGRIBUSINESS & AG PRODUCTION**									
01.0102	Agricultural Business / Operations			120						
01.0103	Ag (Food and Resource) Economics	120								
01.0605	Landscape Operations & Mgmt			120						
02.	**AGRICULTURE SCIENCES**									
02.0101	Agriculture Science			120						
02.0201	Animal Science	120								
02.0206	Dairy Science	120								
02.0209	Poultry Science	120								
02.0301	Food Science & Technology	120								
02.0401	Plant Sciences	120								
02.0402	Agronomy and Crop Science	120								
02.0403	Horticulture Science	120								
02.0501	Soils Science	120								
03.	**RENEWABLE NATURAL RESOURCES**									
03.0102	Environmental Science	120			120		120		120	
03.0501	Forest Resources & Conservation	120								
04.	**ARCHITECTURE & ENVIRONMENTAL DESIGN**									
04.0201	Architecture	120		120		150				
04.0295	Design Architecture Studies								128	
04.0601	Landscape Architecture	133								
05.	**AREA & ETHNIC STUDIES**									
05.0102	American Studies (USA)	120	120		120					
05.0103	Asian Studies	120	120							
05.0105	Russian & East European Studies		120							
05.0107	Latin American Studies		120							
05.0201	African-American (Black) Studies			120	120					
05.0205	Jewish Studies	120								
05.0207	Women's Studies (30.0701)				120					
09.	**MASS COMMUNICATION**									
09.0101	Communication (Mass)		120		124	120	126	120	124	120
09.0201	Advertising	124								
09.0401	Journalism	124		128				120		
09.0410	Magazine Production			128						
09.0501	Public Relations & Communications	124								
09.0701	Radio & TV Broadcasting	124						120		
11.	**COMPUTER & INFORMATION SCIENCES**									
11.0101	Computer & Information Science	120	120	120		120	120	120	120	120
11.0401	Information Sciences & Systems								120	

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SUS BACHELORS DEGREE PROGRAMS INVENTORY
BY CREDIT-HOURS-TO-DEGREE
February 7, 1996

LEGEND		Program is recommended as an exception to the 120 credit-hour limitation.

CIP	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
13.	EDUCATION									
13.1001	Special Ed, General	120			120	120	120	120		120
13.1005	Ed of the Emotionally Handicap				120				120	
13.1006	Ed of the Mentally Handicapped		120		120		120		120	
13.1009	Ed of Blind & Visually Handicapped		120							
13.1011	Ed of Specific Learning Disabled		120		120				120	
13.1202	Elementary Teacher Ed	120	120	120	120	120	120	120	120	120
13.1203	Jr High/Middle School Teacher Ed						120			
13.1204	Pre-Elem/Early Childhood Teacher Ed		120				120	120		
13.1205	Secondary Teacher Ed									120
13.1301	Agricultural Teacher Ed (Voc)	120								
13.1302	Art Teacher Ed	120	120	120	120		120	120	120	120
13.1303	Business Teacher Ed (Voc)			120	120			120		
13.1305	English Teacher Ed		120	120	120	120	120	120	120	
13.1306	Foreign Languages Teacher Ed		120		120		120	120	120	
13.1307	Health Teacher Ed	120	120				120		120	
13.1308	Home Economics Teacher Ed (Voc)		120						120	
13.1311	Mathematics Teacher Ed		120	120	120	120	120	120	120	120
13.1312	Music Teacher Ed	128	128	128	128	128		128	128	128
13.1314	Physical Ed Teaching & Coaching	120	120	120	120		120	120	120	120
13.1316	Science Teacher Ed		120	120	120	120	120	120	120	120
13.1318	Social Studies Teacher Ed		120	120	120	120	120	120	120	
13.1320	Trade & Industrial Teacher Ed (Voc)			120	120		120	120	120	120
13.1395	Secondary Science/Math Teachng		120							
14.	ENGINEERING									
14.0101	Engineering, General	128			128					
14.0201	Aerospace Engineering	127						128		
14.0301	Agricultural Engineering	128		128						
14.0701	Chemical Engineering	134	131	131	131					
14.0801	Civil Engineering	131	128	128	131			128	130	
14.0901	Computer Engineering	126			128	128		128	128	
14.1001	Electrical, Electronics Eng	126	128	128	128	128	126	128	128	128
14.1401	Environmental Health Eng	125						128		
14.1701	Industrial/Manufacturing Eng		128	128	128			128		
14.1801	Materials Engineering	125								
14.1901	Mechanical Engineering	128	128	128	128	128		128	128	
14.2301	Nuclear Engineering	126								
14.2401	Coastal & Ocean Engineering					136				
14.2701	Industrial & Systems Eng	129							128	
15.	ENGINEERING TECHNOLOGY									
15.0201	Civil Technology			124						
15.0202	Design Engineering Tech							128		
15.0303	Electronic Engineering Tech			124				128		
15.0504	Environmental & Urban Systems								120	
15.0603	Industrial/Manufacturing Tech									120
15.1001	Construction/Building Tech	126		124					126	
15.1101	Engineering Tech, General						120			
15.1102	Surveying	120								

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SUS BACHELORS DEGREE PROGRAMS INVENTORY
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February 7, 1996

LEGEND	Program is recommended as an exception to the 120 credit-hour limitation.

CIP	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
16.	FOREIGN LANGUAGES									
16.0101	Foreign Lang, Multiple							120		
16.0102	Linguistics	120				120				
16.0390	East Asian Lang/Literature	120								
16.0402	Russian	120	120		120					
16.0501	German	120	120		120	120			120	
16.0901	French	120	120	120	120	120	120	120	120	
16.0902	Italian		120		120				120	
16.0904	Portuguese	120							120	
16.0905	Spanish	120	120	120	120	120	120	120	120	120
16.1201	Classics & Classical Lang.	120	120		120					
16.1202	Greek, Classical (16.0601)		120							
16.1203	Latin (16.0903)		120							
19.	HOME EC/HUMAN SCIENCES									
19.0101	Home Economics, General		120							
19.0503	Dietetics/Nutritional Services		120						120	
19.0701	Home & Family Life		120							
19.0901	Textiles & Clothing		120							
22.	LAW									
22.0103	Legal Assisting						120	120		
23.	LETTERS									
23.0101	English, General	120	120	120	120	120	120	120	120	
23.0801	English Literature									120
23.1001	Rhetorical Speech & Communication				120			120		
24.	LIBERAL/GENERAL STUDIES									
24.0101	Liberal Arts & Sciences				120	120		120	120	120
24.0102	Independent Studies				120					
24.0104	New College				n/a					
24.0103	Humanities		120		120		120	120	120	
26.	LIFE SCIENCES									
26.0101	Biology, General		120	120	120	120	120	120	120	120
26.0202	Biochemistry		120							
26.0301	Botany, General	120						120		
26.0305	Plant Pathology	120								
26.0501	Microbiology /Bacteriology	120			120			120		
26.0603	Ecology (Limnology)							120		
26.0607	Marine/Aquatic Biology						120			
26.0701	Zoology	120						120		
26.0702	Entomology	120								
27.	MATHEMATICS									
27.0101	Mathematics, General	120	120	120	120	120	120	120	120	120
27.0301	Applied Math/Math Sciences								120	
27.0501	Statistics	120	120					120	120	120

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CIP	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
30.	MULTI/INTERDISCIPLINARY STUDY									
30.0101	Biological & Physical Sciences						120			120
30.0103	Interdisc Natural Sciences				120					
30.1101	Gerontology				120					
30.9901	Independent/Interdisc Studies	120								
31.	PARKS, REC, LEISURE & FITNESS									
31.0301	Parks & Recreation Mgmt	120	120						120	
31.0505	Exercise Science					120				
38.	PHILOSOPHY, RELIGION									
38.0101	Philosophy	120	120		120	120	120	120	120	120
38.0201	Religious Studies	120	120		120		120		120	
38.0310	Philosophy & Religion			120						
40.	PHYSICAL SCIENCES									
40.0101	Radiation Physics		120							
40.0201	Astronomy	120								
40.0401	Atmospheric Sci & Meteorology		120							
40.0501	Chemistry	120	120	120	120	120	120	120	120	120
40.0508	Chemical Sciences		120							
40.0596	Clinical Chemistry				120					
40.0601	Geology	120	120		120	120			120	
40.0801	Physics	120	120	120	120	120	120	120	120	
42.	PSYCHOLOGY									
42.0101	Psychology, General	120	120	120	120	120	120	120	120	120
42.1601	Social Psychology					120				
43.	PROTECTIVE SERVICES									
43.0104	Criminal Justice Studies	120	120	120	120	120	120	120	120	120
43.0106	Forensic Science							120		
44.	PUBLIC ADMIN AND SERVICES									
44.0401	Public Administration					120		120	120	
44.0701	Social Work, General		120	120	120	120	120	120	120	
45.	SOCIAL SCIENCES									
45.0101	Social Sciences, General		120		120	120	120	120		
45.0201	Anthropology	120	120		120	120	120	120		
45.0601	Economics	120	120	120	120	120		120	120	120
45.0701	Geography	120	120		120	120				
45.0801	History	120	120	120	120	120	120	120	120	120
45.0901	International Relations		120		120		120		120	120
45.1001	Political Science & Government	120	120	120	120	120	120	120	120	120
45.1101	Sociology	120	120	120	120	120	120	120	120	120

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CIP	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
50.	VISUAL & PERFORMING ARTS									
50.0301	Dance	120	128		120				120	
50.0402	Graphic Design	120	120	120						
50.0408	Interior Design	120	120						120	
50.0501	Dramatic Arts	120	129	120	129	120	120	120	128	
50.0601	Motion Picture, TV, Recording Arts		128							
50.0602	Motion Picture and TV Technology							120		
50.0701	Art, General				120	120	120	120		120
50.0702	Studio/Fine Art	120	120	120			126	120	120	120
50.0703	Art History & Appreciation	120	120				120			
50.0801	Graphics Arts Technology			120						
50.0901	Music, General	120	120			120			128	
50.0902	Music History & Appreciation		120							
50.0903	Music Performance		132	120	120		120	120		120
50.0904	Music Composition		120							
50.0913	Jazz Studies									120
50.0995	Music/Music Theory		120							
51.	HEALTH PROFESSIONS & SCIENCES									
51.0204	Speech Pathology and Audiology	120	120					120		
51.0701	Health Services Admin			120		120		120	120	
51.0706	Health Information Management			120				120	120	
51.0807	Physician Assistant	131								
51.0907	Radiologic (Med) Tech							127		
51.0908	Respiratory Therapy			128				128		
51.1005	Medical Technology				120	120	126	126	126	
51.1601	Nursing	124	124	124	124	124	135	124	124	124
51.2001	Pharmacy	161		163						
51.2305	Music Therapy		132							
51.2306	Occupational Therapy	128		128					128	
51.2307	Orthotics/Prosthetics								120	
51.2308	Physical Therapy	135		135		135		135	135	135
51.2310	Vocational Rehab Counseling		120							
51.2395	Rehabilitative Services	120								
51.2795	Health Science									120

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LEGEND		Program is recommended as an exception to the 120 credit-hour limitation.

CIP	Degree Programs	UF	FSU	FAMU	USF	FAU	UWF	UCF	FIU	UNF
52.	**BUSINESS & MANAGEMENT**									
52.0101	Business, General		120		120			120		
52.0201	Busi Admin & Mgmt	120	120	120	120	120	120	120	120	120
52.0301	Accounting	120	120	120	120	120	120	120	120	120
52.0601	Business Managerial Economics			120	120		120	120		120
52.0801	Finance, General	120	120		120	120	120	120	120	120
52.0803	Financial Services									120
52.0805	Insurance & Risk Mgmt	120	120						120	
52.0901	Hospitality Admin/Mgmt		120					120	120	
52.1001	Human Resources Management					120			120	
52.1101	International Busi. Mgmt		120			120			120	
52.1201	Mgmt Info Systems/Busi Data Proc.						120			
52.1301	Management Science				120					
52.1401	Business Marketing Mgmt	120	120		120	120	120	120	120	120
52.1501	Real Estate	120	120			120			120	
52.9995	Transportation Management								120	120
617	Total Number of Programs	94	90	57	74	53	54	75	77	43
506	Total Number of programs at 120 after S.B. 2330	70	78	40	63	45	49	60	62	39
111	Total no. of programs recommended for exemption	24	12	17	11	8	5	15	15	4

February update includes the program CIP changes that are scheduled to go into effect Summer 1996.

H:CRHR1996.xls Sheet 1 as of Dec 22, 1995, updated Jan. 9, 1996, Feb 7, 1996

APPENDIX TWO:

WORK TEMPLATES FOR

STANDARDIZING PREREQUISITES

Faculty Committees on Prerequisites

Committee	CIPs	Universities	Committee Members			Lead University	Pilot Committee Recom-mended	Full Committee Second Meeting Dates as Needed (in Tallahassee)
			Univ	CC	Total			
1. Agribusiness & Agriculture	01, 02	UF, FAMU	2	2	4	UF		Oct 16 (Room 1702)
2. Architecture & Construction	04.0201, 04.0295, 15.1001	UF, FAMU, FIU	3	3	6	FAMU		Oct 17 (Room 1702)
3. Area & Ethnic Studies	05	UF, FSU, FAMU, USF	4	4	8	FSU		Oct 18 (Room 1702)
4. Mass Communication & Rhetoric	09, 23.1001	All	9	9	18	FAMU	✔	Oct 19 (Room 1704)
5. Computer & Info Sciences, & Computer Engin.	11, and 14.0901	All	9	9	18	FAU	✔	Oct 20 (Room 1704)
6. Education	13	All	9	9	18	UF	✔	Oct 23 (Room 1704)
7. Engineering	14 (except 14.0901), and 15 (except 15.1001)	All	9	9	18	USF	✔	Oct 24 (Room 1704)
8. Foreign Language	16	All	9	9	18	USF	✔	Oct 25 (Room 1704)
9.Legal Assisting	22.0103	UWF, UCF	2	2	4	UWF		Oct 26 (Room 1702)
10. Letters	23 (except 23.1001)	All	9	9	18	UCF	✔	Oct 27 (Room 1704)
11. Liberal/ General Studies	24	FSU, USF, FAU, UWF, UCF, FIU, UNF	7	7	14	USF	✔	Oct 30 (Room 1706)
12. Life Sciences and Environmental Studies	26, and 03.0102	All	9	9	18	FIU	✔	Oct 31 (Room 1706)
13. Mathematics & Statistics	27	All	9	9	18	UWF	✔	Nov 1 (Room 1706)

Committee	CIPs	Universities	Committee Members			Lead University	Pilot Committee Recom-mended	Full Committee Second Meeting Dates as Needed (in Tallahassee)
			Univ	CC	Total			
14. Parks & Recreation	31	UF, FSU, FIU	3	3	6	FSU		Nov 2 (Room 1505)
15. Philosophy & Religion	38	All	9	9	18	FIU	✔	Nov 3 (Room 1706)
16. Physical Sciences (May need subcommittees)	40, and 43.0106	All	9	9	18	FSU	✔	Nov 6 (Room 1704)
17. Psychology	42	All	9	9	18	FAU	✔	Nov 13 (Room 1704)
18. Criminal Justice	43.0104	All	9	9	18	UNF	✔	Nov 8 (Room 1706)
19. Public Administration & Services (May need subcommittees)	44	FSU, FAMU, USF, FAU, UWF, UCF, FIU	7	7	14	FAU	✔	Nov 7 (Room 1704)
20. Social Sciences (May need subcommittees)	45	All	9	9	18	UF	✔	Nov 14 (Room 1706)
21. Visual & Performing Arts (May need subcommittees	50	All	9	9	18	FSU	✔	Nov 15 (Room 1706)
22. Health Professions & Related Sciences (May need subcommittees)	51, and 19.0503	All	9	9	18	UCF	✔	Oct 26 (Room 1704)
23. Business & Management	52	All	9	9	18	UF	✔	Nov 16 (Room 1706)

Note: For Multidiciplinary programs (CIP 30), rather than forming a committee, each program could specify their own prerequisites.

There are some programs offered at only one institution which are not subsumed under the above committees. These programs are listed in another document.

Committee Worksheet

Prerequisites for Admission to Degree Programs

6-Digit CIP:	Degree Program:

List Tracks (Where Applicable)	
UF	
FSU	
FAMU	
USF	
FAU	
UWF	
UCF	
FIU	
UNF	

Prerequisite Courses				Acceptable Course Substitutions			
Common Course Number	Course Title	Credit Hrs.	GE	Common Course Number	Course Title	Credit Hrs.	GE

*Place an asterisk in the GE column next to any course that currently fulfills a general education requirement as well as a degree prerequisite at all universities that offer the program.

Committee Approval of Prerequisites for Admission into Degree Program

We concur that the courses listed in this document will serve as common prerequisites for admission into the following degree program throughout the State University System of Florida:

Degree Program: _____ **6-Digit CIP Code:** _____

NAME	INSTITUTION	DATE

Work Sheet

Program: _____ **CIP:** _____

Offered at: _____

Common Prerequisites					
Course Prefix & Number		Prerequisite (Required for Admission)	Required for Degree	Suggested	Meets Gen Ed Requirement

General Educatio	36
Prerequisites	
Electives	
Total	

Limited Access: _____

revised 11-27-95

ALL Excel Doc: GEDWRK.XLS